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ABSTRACT

Survey responses concerning the status of American Indian education were received from 142 Native American tribal leaders (out of 511 surveyed) and compared to responses from a similar 1990 survey. A major finding of the study is that, as in 1990, approximately 90 percent of all American Indian children attend state public schools. The remaining 10 percent attend Bureau of Indian Affairs schools or tribally run or contracted schools. As in 1990, an unacceptable number of tribally-affiliated Indian students (more than half) do not graduate from high school, and an even larger percentage do not attend or complete postsecondary education. In most instances, Indian children attend public schools that are underfunded, controlled by non-Indians, and staffed predominately by Anglo teachers. These schools include little Native American content in the curriculum. The native language of the tribe is taught in only 43 percent of the schools attended by tribally-affiliated Indian students, but in 90 percent of these schools, native language instruction begins before grade 4. Respondents also identified the priority educational needs of their tribe, the principal obstacles to educational achievement of Indian children, and the principal motivators for educational achievement of Indian children on reservations. Seven educational policy recommendations are offered. Appendix compiles questionnaire responses and comparisons to 1990 data. (SV)

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ED 412 036

Indian Education from the Tribal Perspective: A Follow-up Survey of American Indian Tribal Leaders

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Introduction

It has been six years since my initial survey of Indian Tribal leaders regarding the educational status of Indian children.[1] While there have been some positive achievements:

- *Increased secondary school completion (75%) reported by 2/3 of responding tribes.*
- *An increase in the number of Indian teachers, language and history/culture offerings in schools.*
- *A substantial increase in Native American membership on school boards.*

the glaring fact is that unacceptably large numbers of Native Americans do not succeed in public schools or college. This is a great failure for both the individual and his or her tribal community. Educational achievement is the most central element in the drive to revitalize tribal communities and attain a measure of self-determination.

Although the state schools which most Indian students attend (90%) are educationally superior to the former Bureau of Indian Affairs schools, they fall far short of meeting Native American goals. Few states have undertaken educational initiatives which address the needs of Indian Students. In most states, tribal communities have neither the political or economic leverage to bring about changes which would improve the educational environment in schools their children attend. Federal support programs for Native Americans merely supplement larger state funded programs over which Tribal Indians have little control.

The updated survey reveals that still an unacceptable number of Indian students do not graduate from secondary schools and an even larger number do not attend or complete post-secondary education. Tribal leaders have expressed through their response to this questionnaire what they believe to be the causes for this pervasive failure in Native

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[1] Wells, Robert N., Jr. Indian Education from the Tribal Perspective: A Survey of American Indian Tribal Leaders. August 13, 1990.

American education. As with my first survey, I have summarized the major findings and made some recommendations which attempt to address the key problems.

The impetus to undertake this study of Indian education, as viewed by tribal leadership, grew out of my earlier studies: Native American Experience in Higher Education and the earlier 1990 survey of tribal leaders, Indian Education from the Tribal Perspective: A Survey of American Indian Tribal Leaders. Findings from these studies and the paucity of concrete information on Indian educational experience at the elementary and secondary level led me to undertake the original research project and this follow-up survey six years later.

In March of 1990, 511 questionnaires were sent to Native American tribal leaders and by July 1990, 188 valid responses were received, a 36.7% response ratio. For the current survey, 520 questionnaires were sent out in November of 1996 and as of April 7, 1997, 142 valid responses were received, a 27.3% response ratio. An itemized tabulation of all the questionnaire responses from both the original and current survey is included in Appendix A. The results of this study will be shared with tribal leaders, educational institutions, and federal and state agencies involved in Native American education.

A major finding of this study is that *90% of all American Indians attend state public schools*. This percentage of Indian children attending state public schools is virtually identical with the previous 1990 study. (Over half of all Native Americans live off reservation, many in cities and small towns, and thereby did not attend schools where tribally affiliated Indian children matriculate. This group of Native American Pre-K through 12 students is not included in the survey.). The remaining 10% of students attend Bureau of Indian Affairs Schools or tribally run or contracted schools. Any effort at reform or redirection of Indian education will have to recognize the fact that most Indian

students attend state schools, not federally-run schools. And in most instances, Indian children attend schools which are under funded, controlled by non-Indians, staffed predominately by Anglo teachers and evidence little Native American content in the curriculum. For many American Indians the "Indian Control of Indian Education" theme which began in the 1970's is still an unfulfilled dream.

Retention, Matriculation and College Attendance

Only 50% of Indian students who enter high school graduate. This figure has remained relatively consistent over the past 10 years. Indian student retention remains as one of the most vexing problems in Indian education. Tribal leaders listed "lack of motivation and no incentives" (58%) as a primary obstacle to the academic achievement of Indian students. However, on a more positive note, more than 1/3 of the respondents reported that more than 75% of their children complete high school. This figure is also consistent with the previous survey. It is to this group we must continue to look to seek answers to improve Indian student high school graduation rates.

82% *of all the respondents to the survey reported that 25% or less of graduating seniors enrolled in two or four year colleges*. 90% of the tribes responding reported that 15 or less students in the most recent graduating class were going on to two or four year colleges. 95% of the respondents indicated that 25% or less of their tribal members who enroll in college earn a degree. 22% responded that none of the students enrolled in college in the last four years achieved a degree. High school and college dropout is a major problem in Indian education. Strategies to greatly improve Indian student retention in both pre-collegiate and collegiate programs need to be developed.

Those colleges which have higher retention rates for Indian students have undertaken a proactive approach to Indian student attrition: pre-collegiate programs, structured tutoring sessions, presence of Indian counselors, close contact with the students, and creative financial aid packages enabling Indian students to remain in college. Since the Indian dropout rate during the first year of college approaches 50%, it is critical that academic and personal support systems be instituted prior to the arrival of Indian students.

The School Environment

In 39% of all the schools Indian children attend, there are no Indian teachers. 90% of the schools which Indian students attend have fifteen or less Indian teachers. The education of a cadre of Indian teachers to staff schools which Indian children attend will not be achieved quickly. This should be a mater of high priority in any blueprint for Indian educational reform. In the meantime state and federal schools should develop pre-service and in-service orientation programs for non-Native American teachers and administrators who will be working with Indian students. Special certification programs need to be developed to bring Indian language and cultural specialists into the schools. Tribally controlled Indian colleges would be and excellent choice to develop these language and cultural specialists.

Over half of all Indian children attended schools where the native language is not offered. 43% of the schools serving Indian students do not offer classes in Indian culture and history. And in those schools which do (57%), the numbers of subjects taught is one or two (70%). Until such time as sufficient educational specialists in native language and

culture/history can be graduated, it is essential that tribal elders and native speakers be brought into the schools to fill this very important void in Indian education. 80% of the tribes report that 25% or less of tribal members speak the native language. Only 11% of the respondents report that 50% or more of the tribal members speak the native language. The retention of native languages is also a significant problem for Indian education and for tribal cultural identity. Indian schools provide the best opportunity to learn and retain Indian languages.

Increasingly, Indians are serving on school boards. 67% of the survey respondents indicated that tribal members were represented on the school board where their children are matriculated. This is an increase of 13% over the previous survey in 1990. Six years ago they were in a distinct minority on school boards (34%). However today, there is close to parity with 48% in the majority, a significant gain over the previously reported figures. Still, political and legal problems must be resolved before Indian communities can exercise a greater degree of local control over the education of their children in schools having large numbers of Indian children enrolled. Even where there is the opportunity to elect Indian school board members, many Indian people do not exercise their franchise out of habit, fear, intimidation, or ignorance.

Tribal Leaders' Goals for Education

Tribal leaders list literacy education, vocational education, securing tribal educators (including language and cultural specialist) and acquiring skills in tribal management and administration as priority educational needs. They view lack of funding, lack of educational incentives for Indian children, substance abuse, low self-

image and poverty as principal barriers to Indian educational achievement (see Appendix A). These problems present a major challenge to secondary and post-secondary education. Almost half of the respondents indicated that a two or four year college was within 50 miles of their reservation, and 75% indicated that colleges offer extension courses on or near their reserves. Both federal and state entitlement programs should be expanded to enable colleges and universities to better serve the educational needs of Indian communities. The positive experiences which colleges have had in providing "store front education" in center cities for low income people should be an incentive to serve rural Indian populations. The Indian controlled colleges should be supported in performing these educational tasks defined by tribal leaders as priorities. The role of the 24 Indian-controlled colleges in serving tribal educational needs is a concrete example of what post-secondary education can do for Indian communities.

This survey confirms the high priority which tribal leaders place on education (84%). They have indicated by their responses what they view as the principal obstacles to and motivators for educational achievement. In formulating a design for Indian education, it is essential to consult with tribal leaders to ascertain their views on what direction to take. Unfortunately, this has been done only rarely in the past. The task will not be lightened by the fact that the vast majority of Indian children attend state primary and secondary schools and such matters as certification, curricula and pedagogy fall under the authority of state departments of education. There are significant numbers of Indian children in about 36 states. Without strong federal leadership, direction and incentives, the states will not embark upon programs to reform Indian education. Only a handful of

states have developed educational programs for Native American students. I have summarized the major findings of this survey and they follow. Succeeding this summary, I have included a list of recommendations which I believe are consistent with the summary findings and the survey responses of tribal leaders.

Tribal Survey Summary

1. Contrary to general belief, most Indian children (90%) attend state public schools. 10% of Indian Children attend Bureau of Indian Affairs Schools or tribally-run or contracted schools. Any significant improvement in Indian education will have to focus on instituting reforms in state public school curricula and funding. (Question #4)

2. Only 50% of Indian Students who enter high school graduate. This figure has remained relatively constant over the past 10 years. (Question #5a,b)

3. 84% of all the respondents to the survey reported that 25% or less of graduating seniors enrolled in two or four year colleges. Of those who go on to college, only 5% of the responding tribes report that 75% or more students earn a degree. 21% of the respondents indicated that none of their tribal members who enrolled in two and four year colleges completed a degree. One-hundred respondents (74%) indicated that 25% or less of those enrolled received a degree. Dropping out of high school and college is a major problem in Indian education. (Question #6a,b,c)

4. In 39% of all the schools Indian children attend, there are no Indian teachers. Only 5% of all schools Indian students attend have more than 25 Indian teachers. There has been a modest improvement (10%) in the percentage of schools employing Indian teachers.

5. Over half (66%) of the schools Indian students attend have Indians represented on the school board or supervisory board of the school. 53% of those responding indicate that Indians are in the majority on the school board. Since the last survey, the number of Indians on school boards in schools Indian children attend has increased by 12% to 67% since 1990 with an average of two or four members. These are positive gains, however still 34% of the respondents indicated that no Indians were on the local school board. The numbers of school boards where Indian members are in a majority is 48%, in 1990 it was 34%. (Question #8a,b,c)

6. Just over half (53%) of the Indian tribes have a separate education office staffed by a full-time director. And 69% of the education offices provide college counseling and guidance services, 25% fewer than in the previous survey responses. (Question #9a,b)

7. Head Start (69%), Title V (Indian Education Act) (49%), and the Johnson O'Malley (83%) are the federal support programs most available to Indian students. These support and enrichment programs are supplemented by Title I (29%), Title VII (19%) and Upward Bound (17%). (Question #10)

8. In 57% of the schools Indian students attend, the native language of the tribe is not taught. In schools where the native language is taught, 63% involve all the children. 90% of the schools where the language is taught begin the language before grade 4, including 59% in Pre-K classes. (Question #11,11a,b)

9. 57% of the schools Indian children attend offer courses in Indian history and culture. However, 68% of the responses indicate that the number of courses offered is two or less. All children take courses in Indian history and culture in 66% of the schools where they are offered. (Question #12a,b,c)

10. 80% of the tribes (108) report that 25% or fewer of tribal members speak the native language. Only 16% of the respondents report that 50% or more of the tribal members speak the native language. The retention of native languages is also a significant problem for Indian education and for tribal cultural identity. (Question #13)

11. Almost half of the Indian tribes report that two and four year colleges are within 50 miles of the reservation. 71% of the tribes responding indicate that two and four year colleges offer extension courses on or near their reserves. (Question #14, 15)

12. The priority educational needs of Indian tribes, as identified by tribal respondents, are: (Question #16)
    - Literacy education and high school equivalency - 50%
    - Vocational education - 46%
    - Acquiring skills in tribal management and administration - 35%
    - Securing tribal educators (teachers, counselors, administrators) - 34%

13. 82% of all responding tribes placed education as either the *highest* or *among the highest* tribal objectives. Only 3% of the respondents indicated that education was not a high tribal objective. (Question #17)

14. Respondents identified principal obstacles to educational achievement of Indian children as : (Question #18)
    - Lack of funding and poor facilities - 31%
    - No incentives/Lack of motivation - 58%
    - Lack of family support and a dysfunctional family environment - 61%
    - Lack of parental involvement in their childrens' education - 30%
    - Lack of special education teachers and counselors/Improper education for Indian Children - 30%
    - Alcohol and substance abuse - 66%
    - No Indian Curriculum - 31%
    - Low self-image - 50%
    - Low income - 45%

15. Tribal leaders listed the following motivators for education achievement of Indian children on the reserves: (Question #19)
    - Desire to better one's self and the tribe - 46%
    - Caring, interested and involved parents - 45%
    - Tutoring and special programs outside the regular curriculum - 36%
    - Good teachers - 36%
    - Tribal leadership and the influence of the elders - 31%
    - Counseling - 17%
    - Sporting activities - 48%
    - Recognition and awards - 40%
    - Support from friends and family - 35%

Recommendations

1. Even though the majority of Indian students attend state public schools (90%), the federal government has a legal and financial responsibility to support Indian education. Funding for Indian education must be increased, particularly for those federal programs which serve most Indian students: Head Start, Title V, and Johnson O'Malley.
2. Dropout prevention programs in the schools Indian students attend must be a high educational priority. Half of all Indian students do not earn a high school diploma. This rate has remained constant over the past 10 years. Literacy education and high school equivalency programs (G.E.D.) for Indian dropouts were listed in this survey as the highest educational priority by Indian tribal readers.
3. Colleges and universities need to develop academic support programs prior to and during the freshman year to improve Indian student retention. Too few Indian students go on to two and four year colleges. Among those who enter college, the number who graduate is unacceptably low. In our survey, 90% of the tribes indicated that only less than 25% of the students graduated. 22% of those responding said none of their college enrollees graduated within the past four years. The highest attrition rate is in the first year.
4. A high educational priority should be the education of Indian teachers and teacher aides, as well as pre-service and in-service educational programs which prepare teachers to work with Indian students. The majority of Indian students

are taught by non-Indian teachers. Moreover, most non-Indian teachers have had little or no training in teaching and relating to Indian students. Minnesota's pre-service program for prospective teachers is an excellent model. In school districts with sizable number of Indian students, a pre-service orientation for teachers and administrators should be developed in conjunction with tribal education leaders.

5. Special certification programs for native language and history/cultural specialists need to be implemented to bring the teaching of native language and culture into the school. In 57% of the schools which Indian students attend, the native language is not taught. In only 60% of the schools, courses on native culture and history are taught. Without formal instruction in native language and culture/history and Indian assimilation, the loss of cultural identity will continue. Already over 80% of the tribes responding to the survey report that 25% or less of the tribal members speak the language.
6. Any reform of the educational system which serves Indian students needs to recognize that Indian communities are the most qualified group to identify Indian educational needs and what programs are most necessary to meet tribal educational objectives. Indian tribal leaders place a high priority on education for their people. 86% of the respondents placed education as either the highest tribal objective or among the highest tribal objectives. Among the primary reasons they cite for educational failure are inadequate funding, poor facilities,

no incentive to learning, poor home environments, substance abuse and lack of educational support programs.

7. Education is without doubt the key to Indian self-determination and cultural survival. Without knowledgeable tribal members, Indian tribes will continue to be dependent upon others for expertise and advice in the several areas of tribal responsibility. It should be the policy of the federal government to enhance Indian control over educational programs designed to serve Indian people, promot local tribal control and by strongly encourage state educational leadership to develop programs which improve the educational advantage of Indians and preserve their cultural identity. This responsibility in the field of Indian education derives from the federal government's historic legal "trust obligation" to Indian tribes and as the grantor of the several federal programs created to support Indian education.

Appendix A - Information from Questionnaires

1) Tribal Name -
*Total of 142 tribes contributing

2) Number of Enrolled Tribal Members Living on the Reserve -
Total Responding : 142 (100%)
Median : 400

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
0-100	26	18 %	31	19 %	-1
100-200	30	21 %	26	16 %	+5
200-600	39	27 %	43	27 %	0
600-1000	17	12 %	18	11 %	+1
1000-2000	11	8 %	14	9 %	-1
2000-5000	12	8 %	18	11 %	-3
5000-10000	4	3 %	5	3 %	0
10000-50000	2	1 %	3	2 %	-1
50000-100000	0	0 %	1	1 %	-1
100000-200000	1	1 %	1	1 %	0

3) Number of School-Age Children on the Reserve -
Total Responding : 142 (100%)
Median : 50

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
0-50	35	25 %	56	36 %	-11
50-100	35	25 %	21	14 %	+11
100-200	28	20 %	32	21 %	-1
200-600	26	18 %	27	17 %	+1
600-1000	3	2 %	7	5 %	-3
1000-2000	10	7 %	8	5 %	+2
2000-5000	3	2 %	2	1 %	+1
5000-10000	1	1 %	0	0 %	+1
10000-25000	0	0 %	1	1 %	-1
25000-50000	1	1 %	0	0 %	+1
50000-75000	0	0 %	1	1 %	-1

4) Type of School Which the Majority of Indian Children Attend -

Total Responding : 142 (100%)

Median : Public

Type	1997 #	1997 %	1990 #	1990 %	% Change
BIA On	3	2 %	7	4 %	-2
Public	128	90 %	168	91 %	-1
BIA Off	0	0 %	2	1 %	-1
Tribal	10	7 %	7	4 %	+3
Other	1	1 %	0	0 %	+1

5a) Percentage of Students Who Entered High School (Grade 9) and Went on to Graduate (Grade 12) -

Total Responding : 137 (96%)

Median : 13%

Percentage	1997 #	1997 %	1990 #	1990 %	% Change
0	4	3 %	10	7 %	-4
1-25	73	53 %	47	33 %	+20
26-50	14	10 %	14	10 %	0
51-75	13	9 %	23	16 %	-7
76-100	33	24 %	48	34 %	-10

5b) Percentage of Students Who Entered High School (Grade 9) and Went on to Graduate (Grade 12) - [Last 5 Years]

Total Responding : 130 (92%)

Median : 13%

Percentage	1997 #	1997 %	1990 #	1990 %	% Change
0	2	2 %	4	4 %	-2
1-25	58	45 %	39	35 %	+10
26-50	19	15 %	12	11 %	+4
51-75	21	16 %	16	14 %	+2
76-100	30	23 %	42	37 %	-14

6a) Number of Indian Students in the Most Recent Graduating Class Going on to Two and Four Year Colleges -

Total Responding : 140 (99%)
Median : 13

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
0	15	11 %	33	23 %	-12
1-25	113	81 %	104	74 %	+7
26-50	7	5 %	1	1 %	+4
51-100	3	2 %	0	0 %	+2
101-200	1	1 %	0	0 %	+1
201-500	0	0 %	1	1 %	-1
501-1000	1	1 %	0	0 %	+1
1001-5000	0	0 %	1	1 %	-1

6b) Percentage of Graduating Seniors Who Enrolled in Colleges -

Total Responding : 138 (97%)
Median : 13%

Percentage	1997 #	1997 %	1990 #	1990 %	% Change
0	9	7 %	27	19 %	-12
1-25	102	74 %	67	47 %	+27
26-50	17	12 %	23	16 %	-4
51-75	10	7 %	14	10 %	-3
76-100	0	0 %	13	9 %	-9

6c) Percentage of Indian Students Who Go to College and Earn a Degree (Last Four Years) -

Total Responding : 139 (98%)
Median : 13%

Percentage	1997 #	1997 %	1990 #	1990 %	% Change
0	29	21 %	32	24 %	-3
1-25	102	73 %	72	54 %	+19
26-50	6	4 %	19	14 %	-10
51-75	2	1 %	8	6 %	-5
76-100	0	0 %	3	2 %	-2

7) Number of Indian Teachers in the K-12 School Which Most Tribally Enrolled Children Attend -

Total Responding : 139 (98%)
Median : 13

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
0	52	37 %	77	50 %	-13
1-25	80	58 %	49	32 %	+26
26-50	4	3 %	21	14 %	-11
51-75	2	1 %	2	1 %	0
76-100	1	1 %	4	3 %	-2

8a) Are Tribal Members Represented on the School Board or Supervisory Board of the School(s) Tribal Children Attend?

Total Responding : 141 (99%)
Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	94	67 %	100	54 %	+13
NO	47	33 %	85	46 %	-13

8b) How Many?

Total Responding : 128 (90%)
Median : 2

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
0	34	27 %	83	51%	-24
1-3	42	33 %	36	22 %	+11
4-6	40	31 %	30	18 %	+13
7-10	11	9 %	11	7 %	+2
11-20	1	1 %	3	2 %	-1

8c) Is This a Majority of Members?

Total Responding : 126 (89%)
Median : NO

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	59	47 %	61	34 %	+13
NO	67	53 %	120	66 %	-13

9a) Does the Tribe Have a Separate Education Office Staffed by a Full-Time Director/Coordinator?

Total Responding : 141 (99%)
Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	75	53 %	90	49%	+4
NO	66	47 %	92	51 %	-4

9b) If Yes, Does Education Office Provide College Counseling and Guidance Services?

Total Responding : 101 (71%)
Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	71	70 %	84	94 %	-24
NO	30	30 %	5	6 %	+24

10) Which of the Following Educational Enrichment Programs are Available to Tribal Children Either Through School or the Tribe?

Total Responding : 142 (100%)
Median : Johnson/O'Malley

Program	1997 #	1997 %	1997 #	1997 %	% Change
Head St.	97	68 %	110	59 %	+9
Title I	47	33 %	54	29 %	+4
Title V	70	49 %	127	68 %	-19
Title VII	23	16 %	35	19 %	-3
Up Bound	34	24 %	32	17 %	+7
John/O'M	118	83 %	158	84 %	-1
Other	15	11 %	5	3 %	+8

11) Is the Native Language(s) of the Tribe Taught in Schools?

Total Responding : 140 (99%)
Median : NO

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	61	44 %	59	32 %	+12
NO	79	56 %	126	68 %	-12

11a) Beginning at What Grade?

Total Responding : 64 (45%)

Median : Pre-K

Grade	1997 #	1997 %	1990 #	1990 %	% Change
Pre-K	37	58 %	11	22 %	+36
K-3	21	33 %	34	69 %	-36
4-6	1	2 %	3	6 %	-4
7-9	2	3 %	1	2 %	+1
10-12	3	5 %	0	0 %	+5

11b) Do All Children Participate?

Total Responding : 78 (55%)

Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	50	64 %	35	73 %	-9
NO	28	36 %	13	27 %	+9

12a) Are Courses in Indian History and Culture Taught in the Schools?

Total Responding : 132 (93%)

Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	76	58 %	84	47 %	+11
NO	56	42 %	95	53 %	-11

12b) How Many Courses?

Total Responding : 76 (54%)

Median : 1

NUMBER	1997 #	1997 %	1990 #	1990 %	% Change
1-2	53	70 %	36	73 %	-3
3-5	18	24 %	8	16 %	+8
6-10	2	3 %	2	4 %	-1
11-20	3	4 %	3	6 %	-2

12c) Do All Children Participate?

Total Responding : 85 (60%)

Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	57	67 %	46	68 %	-1
NO	28	33 %	22	32 %	+1

13) What Percentage of Enrolled Tribal Members Speak the Native Tribal Language?

Total Responding : 138 (97%)

Median : 13%

Percentage	1997 #	1997 %	1990 #	1990 %	% Change
0	26	19 %	27	18 %	+1
1-25	86	62 %	75	49 %	+13
26-50	10	7 %	23	15 %	-8
51-75	6	4 %	8	5 %	-1
76-100	10	7 %	21	14 %	-7

14) Closest Two or Four Year College to the Reservation -

Total Responding : 140 (99%)

Median : >100

Distance	1997 #	1997 %	1990 #	1990 %	% Change
<10 mi.	28	20 %	36	20 %	0
10-50 mi.	38	27 %	56	31 %	-4
50-100 mi.	27	19 %	41	23 %	-4
>100 mi.	47	34 %	48	27 %	+7

15) Do Any Two of Four Year Colleges Offer Extension Courses on or Near the Reservation?

Total Responding : 140 (99%)

Median : YES

Answer	1997 #	1997 %	1990 #	1990 %	% Change
YES	102	73 %	107	61 %	+12
NO	38	27 %	67	39 %	-12

16) What Are the Priority Education Needs of the Tribe?

Total Responding : 142 (100%)

Median : Literacy

NEED	1997 #	1997 %	1990 #	1990 %	% Change
Voc. Ed.	67	47 %	66	46 %	+1
Health	41	29 %	30	23 %	+6
Trib. Ed.	48	34 %	57	44 %	-10
Literacy	70	49 %	58	44 %	+5
Skills	52	37 %	37	25 %	+12
Lan/Hist	69	49 %	27	21 %	+28

17) Where Would Education for Tribal Members Place in the Ranking of Tribal Objectives?

Total Responding : 141 (99%)

Median : Highest

Objective	1997 #	1997 %	1990 #	1990 %	% Change
Highest	64	45 %	71	41 %	+4
Among Hi.	58	41 %	71	41 %	0
One of Hi.	15	11 %	17	10 %	+1
Not High	4	3 %	14	8 %	-5

18) Principal Obstacles to Educational Achievement of Indian Children -

Total Responding : 142 (100%)

Median : Alcohol

Obstacle	1997 #	1997 %	1990 #	1990 %	% Change
Funding	66	46 %	58	31 %	+15
Incentives	83	58 %	48	26 %	+32
Family	86	61 %	46	24 %	+37
Parental	85	60 %	37	20 %	+40
Education	42	30 %	37	20 %	+10
Alcohol	92	65 %	35	19 %	+46
Quality	36	25 %	30	16 %	+9
Racial Ten	37	26 %	24	13 %	+13
Curricu.	44	31 %	23	12 %	+19
Self-Image	70	49 %	23	12 %	+37
Income	66	46 %	23	12 %	+34
Integration	38	27 %	17	9 %	+18
No Coll.	56	39 %	17	9 %	+30
No Models	38	27 %	16	9 %	+18
Low Skill	45	32 %	14	7 %	+25

19) Principal Motivators for Educational Achievement of Indian Children -

Total Responding : 142 (100%)

Median : Sports

Movtivator	1997 #	1997 %	1990 #	1990 %	% Change
Stu. Drive	64	45 %	50	27 %	+18
Caring Ind	65	46 %	50	27 %	+19
Tutors	51	36 %	37	20 %	+16
Teachers	51	36 %	32	17 %	+19
Tribal Eld	44	31 %	30	16 %	+15
Counsel	24	17 %	30	16 %	+1
Role Modl	39	27 %	26	14 %	+13
Sports	68	48 %	23	12 %	+36
Govern.	24	17 %	21	11 %	+6
Friends	49	35 %	20	11 %	+24
Computers	36	25 %	18	10 %	+15
Awards	57	40 %	15	8 %	+32